10th Grade Language Arts Curriculum Guide
Student Learning Goal

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Dist./State Assessments
[KPBSD Performance Standard] Using the writing process to brainstorm, organize and improve effective writing (L)	Pre-write Draft Revise Edit Present	Required for every formal writing assignment	Students will use the writing process and teachers/students will assess formal writing using analytic writing rubrics.		
4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation Introduction	Thesis Statement as focus or controlling idea Introductory Paragraph	Required for every formal and non-fiction essay assignment	Students will integrate a focused thesis statement into an introductory paragraph as part of a 5-paragraph essay. Students will include a lead or hook and general discussion in the introductory paragraph		
4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph,	Relevant details Supporting evidence Topic Sentence Paragraph format and organization 5 paragraph essay	Required for every formal and non-fiction essay assignment	Students will write a multi-paragraph composition with a clear thesis statement, main idea, logically organized paragraphs, relevant details, and supporting evidence. 5 paragraph essay		

placing paragraph breaks logically Body Paragraphs					
4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition, using a variety of transitional words and phrases Overall Structure	Logical organization of ideas Transitional words and phrases Chronology Compare/contrast Cause/effect	Appropriate organizational technique is required for every formal and non-fiction essay assignment	Students will use a rubric/structure to maintain composition unity. Students will use of a variety of transitional words and phrases to link ideas within and between paragraphs. Students will logically organize their ideas using appropriate organizational techniques of chronology, comparison/contrast and/or cause/effect to advance their arguments and unify their compositions.		
4.1.4 Writing a concluding paragraph that connects concluding elements to the introductory elements Conclusion	Conclusion	Required for every formal and non-fiction essay assignment	Students write a concluding paragraph at the end of a composition that effectively sums up the ideas in the composition, writes a final, appropriate message about the thesis, and connects conclusion to introduction without adding new information.		
4.2.1 Writing a narrative (L) Narrative Writing	Narrative writing forms	Q1	Students will write using personal experiences to support their main point. The list could include, but is not limited to, the following forms: Personal letters Personal essays		

			Literary reflection Autobiographies Journal or diary entries Reflective writings Memoir		
4.2.2 Writing in a variety of expository forms Expository Writing	Expository writing forms	Q2	Students will write to inform. The list could include, but is not limited to, the following forms: Paraphrasing and summarizing Explanatory, "how-to" essays Book reports Technical writing Cover letters, resumes, curriculum vitae Newsletters Descriptive essays Definition writing, e.g.-"What is the nature of love?"		
4.2.3 Writing expressively in order to persuade and/or analyze (L) Persuasive Writing	Expressive writing forms	Q3	Students will write in order to persuade or analyze. The forms could include, but are not limited to, the following: Letters to the editor Business letter Literary analysis Advertisements Position paper		
4.2.4 Writing using research-based information and/or analysis (L) Research Writing	Research writing forms	Q4	Students will be able to locate, evaluate, and synthesize information from a variety of resources to develop their ideas.		

			The forms could include, but are not limited to, the following: Presentations Debates I-Search writings, e.g.-first-person research reports on career or college choices, etc. Research papers		
4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing Sentence Fluency	Sentence variety-- simple, compound and complex Sentence flow-- introductory words and phrases and transitions Sentence structure-- run-on sentences and fragments	Q1: simple sentences, introductory words Q2: compound sentences, introductory phrases Q3: complex sentences, avoidance of run-on sentences and fragments Q4: transition devices	Students will write using a variety of sentences (e.g., short, simple sentences, compound, complex sentences with clauses) to create a desired effect. (e.g., using short, choppy sentences to indicate anger.		
4.3.2-4 Demonstrating the command of the conventions of standard English spelling, punctuation and capitalization Conventions	Spelling Homophones Irregular Plurals Contractions Punctuation Commas Quotation Marks Apostrophes Semi-colons and Colons	Q1: homophones, quotation marks, capitalization, proper nouns, titles Q2: irregular plurals, commas, semi-	Students will identify and correct misspellings, punctuation and capitalization errors in context of their own work and the work of others.		

	Parentheses, hyphens and dashes Capitalization Titles Proper Nouns	colons Q3: contractions, apostrophes Q4:colons, parentheses, hyphens and dashes			
4.3.5 Demonstrating command of the conventions of standard English grammar when writing Grammar	Parts of Speech Adjectives Adverbs Usage Rules Parallel Structure within a Sentence Possessives Verb Tense Subject/Verb Agreement Pronoun/Antecedent Agreement	Q1: adjectives, adverbs, parallel structure within a sentence Q2: verb tense, subject/verb agreement Q3: possessives Q4: pronoun/ antecedent agreement	Students will identify and correct grammar and usage errors in their own work and the work of others.		
4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas Global Revisions	Revisions Recognizing missing critical information and adding it Recognizing and deleting extraneous information Recognizing and reordering information at paragraph level when necessary.	Required for every formal and non-fiction essay assignment	Students will revise writing by increasing elaboration or support for ideas/thesis, rewording, re-ordering, or providing relevant details, examples, definitions, or anecdotes appropriate to the genre.		

4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria* (L) Peer Revisions	Peer Revisions Giving and receiving quality feedback on writing Evaluation of writing Types of Feedback Checklists and rubrics Self-created checklists Peer conference formats Scoring guides/rubrics	Required for every formal and non-fiction essay assignment	Students will use criteria in a rubric or scoring grid to edit and refine writing. Students will evaluate or judge the quality of their writing according to a rubric or other scoring guide.		
4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing* Sentence Level Revisions	Sentence combining Sentence fluency Word choice Irrelevant details Recognizing and rewording information when necessary Recognizing and reordering information at sentence level when necessary	Sentence-combining with: Q1: simple sentences Q2: semi-colons and coordinators Q3: subordinators Q4: all of the above Using appropriate revision techniques as needed	Students will combine sentences to improve original sentences. (e.g.-*The dog was small. The dog was mean. The dog was pulling on its leash.* to *The small, ferocious dog was straining on its leash.* This deletes details that are not necessary.)		
4.4.4 Clarifying thesis statement and/or topic sentence and adding	Supportive details Clarification of thesis/topic	Required for every formal and non-fiction	Students will reword thesis or topic sentences to clarify meaning.		

details to support main ideas, if needed*	sentence	essay assignment	Students will add details to further support or describe main ideas if additional information is needed.		
4.4.5 Making style, diction, and voice or persona consistent with form (e.g.- organizational structure or writing genre) and the perspective conveyed	Style Diction Voice Persona	As required by the writing forms in 4.1.3: Q1: narrative Q2: expository Q3: expressive Q4: research	Students will match voice, diction, or style to writing genre.		
4.4.6 Using resources throughout the writing process (e.g.- dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)	Writing resources Dictionary Thesaurus Peer conferences Scoring guide rubrics Word processing software Genre exemplars	Required for every formal and non-fiction essay assignment	Students will use resources as needed--or allowed--when writing.		
4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (L)	Plagiarism Source Author Title Publishing information Page number Multimedia Citation sources-- MLA and APA	Q4: research writing	Students will correctly cite the author, title and publisher of the source of ideas, images, and information used from other sources.		
3.6.1-4 Correcting or revising errors using available technologies	Electronic spelling and grammar checkers	Required for every formal writing	Students use appropriate software or resources to spell and grammar check, to find appropriate synonyms,		

and/or resources* (L)	Thesauri Dictionaries Software formatting programs Avoiding redundancy	assignment	and to format documents correctly.		

Glossary:

Thesis statement: Is the central idea of the essay. It may be the writer's point of view, but it must be written as if it were a fact.

Lead/hook: Grabs reader's attention and makes them interested in what the essay will explain. It could be a startling fact, statistic, or quote, or it could be a brief anecdote.

Introductory paragraph: Three sentences minimum that include a hook, general discussion, and thesis.

General Discussion: transitions from the hook to the thesis.

Topic Sentence: Is the first sentence in a body paragraph. It explains ONE reason why the thesis statement is correct and introduces the information that the rest of the paragraph will present--also controlling idea, sub-topics

Relevant Detail: In a body paragraph, it is a specific example of the topic sentence. It could be personal experience, facts, or quotes from another source--also Supporting Detail, Concrete Detail.

Supporting Evidence: In a body paragraph, it is an explanation of the relevant detail and its connection to the topic sentence--also commentary.

Body paragraph: Should minimally include a topic sentence, relevant detail, supporting evidence, and a concluding sentence.

Conclusion: Summarize and/or comment on the thesis without introducing any new ideas.

Transitions: Words or phrases that ease the movement from one idea to the next.

APA Style: Editorial style of the American Psychological Association.

Definition: Writing that explores a given concept. (e.g. "What is Justice?" or "Define Success")